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AUTHOR Feldman, Beverly Neuer
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ABSTRACT

A questionnaire was administered to 85 Child Development majors at Los Angeles Valley College in the spring of 1976 in order to assess the relationship of career information provided to students in Child Development and the range of vocational options selected. Results showed that the majority of students chose the single career track of nursery school teacher as a vocational goal, even though job opportunities were few and remuneration minimal. No significant differences in career choice were found between those students who had received career information and those who had not. From the evidence, it seemed likely that the career information received by students may have been misinformation. It was recommended that increased emphasis be placed on obtaining and disseminating current job market information, that communication between career information resources (counselors and staff) be strengthened, and that formalized vehicles for information dissemination be established as part of the Child Development program. A list of Child Development professions and requirements, and the questionnaire utilized in the study are appended. (Author/JDS)

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A STUDY OF STUDENTS' CAREER CHOICES IN RELATIONSHIP TO JOB OPPORTUNITIES IN THE FIELD OF CHILD DEVELOPMENT

By
Beverly Neuer Feldman, M.A.
Los Angeles Valley College

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ABSTRACT

This study was designed to assess the relationship of career information to students in Child Development and the range of career options selected. The majority of Child Development students chose a single career track of nursery school teacher from a range of vocational options in Child Development despite the fact that the employment prospects were bleak.

A questionnaire was administered to 85 Child Development majors at Los Angeles Valley College, a community college in Van Nuys, California, in the spring of 1976. The results from the responses indicated that that access of career information made no significant difference in career choice. Forty-nine students out of eighty-five respondents chose nursery school teacher as a career goal even though 14 students out of the forty-nine claim to have received career information. This implied that the career information resources at Los Angeles Valley College needed strengthening in order to encourage students to choose other career options than nursery school teacher and to enable students to learn about the prospects for employment.

Recommendations included methods of disseminating and exchanging career information among faculty and counselors as well as offering a new course to be called Introduction to Child Development. The course would include an overview of career options and offer related field experiences in Child Development career opportunities.

A STUDY OF STUDENTS: CAREER CHOICES IN RELATIONSHIP TO JOB OPPORTUNITIES IN THE FIELD OF CHILD DEVELOPMENT

I. STATEMENT OF THE PROBLEM

Why did the majority of students in the field of Child Development choose to be nursery school teachers when many other job classifications and related specializations existed in this area of study (see Appendix A)? This became a problem when there were no jobs waiting for the numbers of students who graduated from Los Angeles Valley College qualified to teach in nursery school. The job market did not absorb the number of job-seeking nursery school teachers. This situation was similar to the elementary and secondary school teachers' plight (L.A. County 1976). It was only after graduating did students discover the hard reality that there were few jobs openings.

The national focus of attention for the last ten years on Early Childhood education has led to a large increase in the number of students majoring in this field. However, this expanding interest in Early Childhood education has not been met to any significant degree by an increase in the number of jobs in nursery schools. Yet this increased national focus on Child Development has opened up a wider range of career specializations. For example, ten years ago the specialization of a "play Therapist" in a hospital playroom did not exist and yet today many hospitals across the nation now have a playroom for young patients and employ "play Therapists." There are now "Educational Therapists" who work with emotionally disturbed children and Pediatric Occupational Therapists,

just to name a few of the specializations that are new today.

This leads to the question whether students are aware of the many other career options in the field of Child Development than that of nursery school teacher. It would seem likely that if students were aware of the many career options open to them more students would prepare for other specialized vocations in the field of Child Development. The problem is that the majority of students are on the same career track and that track is dead-ended.

Do students really understand the working conditions prior to the selection of a career? Nursery school teachers seem surprised at the low monetary reward. Private nursery schools, the largest employer category in Child Development pay minimum wage or slightly higher. It certainly is not salary incentive when one chooses to become a nursery school teacher. Most other career choices in Child Development are more remunerative yet the majority of students seem to opt for low pay as a professional reward.

Since neither the critical unemployment factor or the low monetary reward act as a deterrant to students who are planning to become nursery school teachers there is a need to develop a method of communicating to all students in Child Development information about the career options, the educational requirements, and working conditions.

There are career information resources at Los Angeles Valley College (L.A.V.C.). These resources may be part of the problem of narrow career selection. The major question of interest in this study was to examine the access of career information that is available to students in Child Development, their career choices, and what effect would improved

career information have on student career choice in this area of study.

Objectives of the Study

The objective of this study was to assess the relationship of the amount of career information students receive and their choice of career goals.

II. HYPOTHESIS

Based on this study's objective the following hypothesis was investigated: There was a significant relationship between access of career information to students in Child Development and the range of career choices selected.

III. BACKGROUND AND SIGNIFICANCE OF THE STUDY

This section of the study is divided into the following components:

Description of Los Angeles Valley College

Federal and State Programs

Community Colleges' Role in Career Education

Career Information Resources at Los Angeles Valley College

Description of Los Angeles Valley College

Los Angeles Valley College (L.A.V.C.) is one of the nine community colleges in the Los Angeles district. It is situated in the San Fernando Valley of Southern California. The college enrollment is approximately 25,000 day and evening students. The student body is generally described as middle to upper class. Fourteen percent (14%) of the student body are from minority groups.

Child Development is under the Home Economics Department and has a large enrollment of approximately 450 Child Development majors. This does not include those who are enrolled in Child Development classes with an undeclared major.

Federal and State Programs

The field of Early Childhood Education has become attractive since the Federal government's intervention programs for poor children in 1965. Compensatory programs such as Head Start and Follow-Through have been popular and are continuing to be funded. The fact that colleges and universities have felt the impact of these programs is evidenced by the climbing enrollments in Child Development area of study. For example, L.A.V.C. the instructors have grown from one full-time instructor to four full-time and 18 part-time instructors.

The federal government has continued to provide funds for Head Start, bilingual education, as well as funding for mainstreaming, the integration of handicapped children with non-handicapped. The government's focus usually indicates new job categories. Today, new careers in Child Development have been created for those who are bilingual, who have knowledge in multi-cultural education, and skills in working with handicapped children.

The State of California has an innovative program, Early Childhood Education (E.C.E.), for kindergarten through third grade. This educational concept, which incorporates parent education and parent involvement components, expands each year into more and more elementary schools' education designs. For those who are seeking employment in E.C.E. programs, knowledge about open education, team teaching, and

parent education and involvement is indicated and is an advantage for employment. Grede (1973) says the primary objective in education is to develop job skills with education so that an individual has a marketable "cluster" wherever he/she is on the career line.

Community College Role in Career Education

The institution has an obligation to assist students in deciding on a career. City College of San Francisco has used impersonal objective measurement testing, the California Occupational Survey, since 1972 and have found that students tend to underestimate themselves. This could be a reason why so many of the students choose to be nursery school teachers, a low rung on the Child Development career ladder. Dale Parnell (1973) says that education curriculum must be functionally related to the range of life careers; education for "survival." If so, it is important for the college to act as a job market analyst, being accountable for that "survival."

The community college could play a significant role in validating the student's impressions. J.P. Spradley (1973) endorses an informed decision in the development of career choices and not a decision by default. Walter Lippman has said that we all operate on the basis of pictures in our heads, not on real facts. Reitan and Poole (1972) have devised a "Greenbook" system of worksheets to collect critical data about an actual profession.

The L.A.V.C. has not matched their career education or required course work with the current job trends in Child Development. There is no formal delivery system that identifies for students the range of

vocational options, the current demand in the job marketplace for each specialization, their educational requirements, and the anticipated monetary return. It continues to chug along educating people for jobs that do not exist. This concern was expressed by the committee on Career Education for American Association of State Colleges and Universities (A.A.S.C.U.), an organization whose institution contain two million students. Allan W. Ostar, Executive Director of A.A.S.C.U. said that colleges must build in career ladders, offering a wide variety of programs meeting the ever-changing educational needs of the region it serves.

Most educators recognize that the student has a responsibility to seek out career information whether or not the college comes forward with pertinent information. For instance counselors agree that the student should be encouraged to do this since he/she will have a greater commitment to accept what he/she learns (Hoppock, R. and Hovick, B., 1971).

If the student turns to L.A.V.C. for career information or validation of a career choice, there would be the following resources: the library, counselors, faculty, coursework, and printed material. These resources contain limited information.

Career Information Resources at L.A.V.C.

L.A.V.C. Library Resources. The Occupational Outlook Handbook (U.S. Department of Labor) lists elementary or secondary teacher. The occupation of nursery school teacher is omitted, as well as other specializations in Child Development. Although the Occupational Outlook Handbook is national

in scope it does not always reflect local conditions (Hoppock, R., and Novick, R., 1971).

There were no publications in the library which listed the potential vocational fields of specialization in Child Development.

Counselors. The community college model of Career Education held that guidance and counseling are of paramount importance. The broad scope of community career programs required that much more assistance be given to students in career selection (Grede, J. F., 1973). Career guidance should begin early, be specific and efficient. Counselors needed to become job market analysts with a touch of clairvoyance, so says T. Ann Cleary (1974).

Counselors found it difficult to keep abreast of current vocational trends. An overall manpower needs survey was indicated although difficult because of the magnitude of the task, the changing market, and new and emerging fields (Lucas, J. S., 1974). Counselors knew much more about instruction of higher education which prepared people for careers than they knew about careers themselves (Hoppoch, R. and Novich, R., 1971).

Faculty

L.A.V.C. instructors were very concerned about the surplus of nursery school teachers as well as the low pay of the profession. Faculty has been identified as powerful influences on career development of students (Lelvin, H. C., 1963).

There had not been a concentrated effort to get the students off the narrow tracking course of nursery school teachers. Spradley (1973) spoke of narrow tracking and the alternative goal of preparing students

IV. DEFINITION OF TERMS

Career information: Pertaining to information about vocations in the field of Child Development, the current market demand, each job classification's educational requirements and the monetary expectations.

Career choice: The careers presently chosen by the majority of the students in Child Development.

Career options: Those vocations that were directly related to Child Development; those vocations that were allied and specialization in the field.

Los Angeles Valley College Career Information Resources: Library, counselors, instructors, coursework, and printed material.

V. LIMITATIONS OF THE STUDY

There were several limitations to this study. The questionnaire method of gathering data may in itself be a limitation. The data was collected at the beginning of a regular class period. Some of the respondents finished quickly and were impatiently waiting for others to complete the questionnaire. This caused some of the students who were taking more time to hurry. This factor may have provoked less thoughtful responses.

The requirement that the questionnaire be identified with the student's name rather than anonymous may have influenced the responses. The questionnaire was applied at the end of the term, and before grading. This may have effected the responses to the question.

Four of the Child Development classes were different in subject

matter which may have made a difference. Two sections were in Home, School, and Community, two sections in Creative Experiences, one section in Parent Involvement, and one section in Multi-Cultural Education.

There are no prerequisites for any of the classes; therefore, the range of student experiences and prior knowledge of the field had great variability. Some students had no prior classes in Child Development, others were completing their A.A. There were no controls on the number of Child Development classes a student had taken to become a respondent.

Three of the classes were held in the day and three in the evening. There is a difference between the full-time day student and the evening student. Most of the evening students have had work experience. Responses may have been influenced by this factor.

The "experimenter bias" problem may have been a factor although every attempt was made to maintain objectivity.

VI. BASIC ASSUMPTIONS

First, the study itself assumed that the cause of limited career choice of nursery school teacher by the majority of students was caused by lack of career information. Secondly, it was assumed that the respondents accurately assessed whether they did or did not receive career information. Thirdly, it was assumed that the sample of 85 responses was representative of the total population enrolled in Child Development classes. Finally, it was assumed that if career options were made known to the students they would choose other career options even if it necessitated further education.

VII. PROCEDURES

The Study Design

The study involved six classes of students in Child Development during the spring semester of 1976. Only those students who indicated that their career goal was to be in the field of Child Development were involved in the study. Eighty five students participated in the study. All six classes were taught by the experimenter.

The objectives of the study design was to gather data related to the hypothesis that there was a significant relationship between access of career information to students in Child Development and the range career choices selected.

A questionnaire (see Appendix B) of six questions was composed. The questions were structured or close-ended to which the student responded by selecting one or more choices. The independent variable "access to career information to students in Child Development" was assessed by questions #4, #5, and #6. The dependent variable "range of career choices" was assessed by questions #2 and #3.

The control variables that have been identified for which controls are needed and were applied are:

1. The same experimenter applied the questionnaire to all six classes to control the method of giving directions to students before they responded to the questionnaire. The directions thus controlled avoided the students' pre-knowledge of the hypothesis.
2. Only those students in the six Child Development classes who indicated their intention of working with children were the respondents.

3. The time of application was within a one-week period.

The Samples

The students that were included in the study were students enrolled in six of the Child Development classes offered at L.A.V.C. A few of the students were enrolled in more than one of these classes; one student was enrolled in three. No student filled out more than one questionnaire. The number sampled depended on the attendance during the week the questionnaire was used. Students who said they were not entering the Child Development field were excluded. Eighty-five students were sampled.

VIII. DATA COLLECTION PROCEDURES

The data collection instrument that was used in this study consisted of six questions. The data was collected from eighty-five students enrolled in six Child Development classes at L.A.V.C. The survey was initiated and completed near the close of the spring term of 1976. Those students present in class were given the questionnaire to complete. No attempt was made to collect data from those not present.

IX. PROCEDURES FOR TREATING THE DATA

The data collected from the questionnaires was tabulated into the following classifications: (see Appendix C)

Students' career choices

The number of career choices reported by each student

Students who reported that they had received career information

Students who reported that they had not received career information.

Table 1

Classification of Career Options by Students Who Have and Have Not Received Career Information

Student Sample	Career Information		Career Choices
	Yes	No	49 Nursery School Teachers
			11 Nursery School Teachers and Other
			13 Elementary School Teachers
Total 85	28	57	12 Special Education Teachers

The data to be classified was of nominal nature. A chi square statistic was used to compare the two groups, those who indicate on the questionnaire that they have received career information and those who have not received career information in relation to their range of career choices.

X RESULTS

The frequencies of the different career choices for those receiving career information and for those who did not were taken from the questionnaire previously administered.

A chi square test of significance was calculated on these data, which are shown in TABLE 1. There was found to be no significant difference between career choices for these two conditions ($\chi^2 = 6.152$; d.f. = 3; $P > .05$).

TABLE 2

FREQUENCIES OF CAREER CHOICES FOR THOSE RECEIVING AND THOSE NOT RECEIVING CAREER INFORMATION

	CAREER CHOICE**				
	NS	ELEM	NS&OTHER	SP.ED.	
INFORMATION RECEIVED: YES	14† (16.14)*	2 (4.28)	6 (3.62)	6 (3.95)	28
INFORMATION RECEIVED: NO	35 (32.86)	11 (8.72)	5 (7.38)	6 (8.05)	57
	48	13	11	12	85

† Observed frequencies
* Expected frequencies
** NS = Nursery School
ELEM = Elementary School
NS & OTHER = Combination: Nursery School & Other C.D. Choices
SP.ED. = Special Education

The results indicate that there was no significant difference between those that received career information and those that did not, concerning their specific career choices. Therefore, the hypothesis must be rejected.

XI. SUMMARY

At L.A.V.C. the majority of students in Child Development chose nursery school teacher as a professional goal. There are many other career options in the field of Child Development yet most students continue on the same career track. At the present time the career as a nursery school teacher is neither a profitable one or a marketable one. The same educational investment could produce a more practical and lucrative career.

The objective of this study was to assess the relationship of the amount of career information students received and their choice of careers selected. A questionnaire was used to gather information from 85 Child Development students related to their career choices and the career information they had received.

The statistical evidence rejected the hypothesis of this study that there was a significant relationship between access of career information to students in Child Development and their range of career choices selected. There was no significant difference between those students who had received career information and those who did not in their career decision-making process.

XII. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The hypothesis presented in this study was that there was a significant relationship between access of career information to students in Child Development and the range of career choices selected. This

hypothesis was rejected; however, there were questions that have evolved from this research.

The most significant question that still persists is why, then, if there is access to career information, as the study indicated, did the majority of students continue to choose a career as a nursery school teacher when the end reward is unemployment and, if employed, one is rewarded with the lowest remuneration on the salary ladder for the varied careers in Child Development? It does not seem to be a reasonable conclusion that a person knowingly would make this career choice. Yet there were 14 students in the study who acknowledged that they had received career information and they chose to become nursery school teachers. Two others who said that they, too, had received career information chose to be elementary school teachers. This posed the question why, then, were these 16 students advised to enter the teaching profession when that profession is predicted to be overcrowded for some time in the future.

From this evidence it would seem likely that career information does affect career decisions and in this sampling, the career information that was disseminated may have been misinformation. It was questionable whether the career resources at L.A.V.C. has kept current with the growing and changing field of Child Development.

Fifty-seven respondents indicated that they had received no career information before arriving at a career decision. Thirty-five of those students chose nursery school teacher as a career goal. The remaining eleven students indicated their intention to become elementary school teachers. It was a concern that the combined number of forty-

to make informed choices from a number of alternatives. Instructors did counsel the students but academic insulation curtailed current appraisal of job alternatives or the current employment needs of the community.

Coursework

There was no formal introductory class to Child Development where vocational options in the field are presented. Other disciplines offered introductory classes. None of the Child Development course descriptions include career information. The required coursework needed revision to give more career information.

Printed Material

Printed material was distributed as to college requirements for degrees and certificates. There were leaflets that describe two career options; Early Childhood Education Aide and Exceptional Children's Aide.

A search by ERIC provided no studies related directly to career information and career choice. There were studies related to the influence of the mother in affecting the daughter in career choice (Veres, H. C., 1974). An investigation was led by N. Moore and Veres (1975) regarding the characteristics of women and their occupational choices. Borow, H. and Hendrix, V. (1974) reported the relationship of environmental factors and educational career patterns. Weinbach (1974) examined career goals of minority freshmen but not in context to the college's dissemination to career information.

six students were on a vocational track that is known to have a dubious future.

It was also of interest to note that twelve students were seeking careers as teachers in the field of Special Education. In 1975, L.A.V.C. instituted a certificated program for Exceptional Children's Aide. Six of the twelve students who indicated that they had received career information did choose this career option rather than that of nursery school teacher. This may indicate that students' knowledge of other career options can divert some students into other career channel in Child Development. There were three resources; faculty, counselors, and printed materials, who had complete information about the Exceptional Children's Aide Program. This can be an indication of the number of resources necessary to be effective. On the questionnaires four of the respondents who chose this new program indicated multiple career information resources.

Recommendations

Several methods can be recommended to develop the career information resources at L.A.V.C.:

1. It is recommended that the career education resources put increased emphasis on obtaining current job market information. This can be accomplished by keeping abreast of national and state legislation concerning Child Development. There are members on the faculty who could assume responsibility for desiminating the information.
2. There is a need of strengthening the communications between the available career information sources. Some of the ways this can

be done are:

Arrange faculty meetings for full and part-time staff to discuss career options, their educational requirements, and the working conditions.

Arrange meetings between the Child Development Staff and the Counselors for an exhange of information.

3. Provide for a greater distribution of printed material on career options.
4. Develop an audio-visual presentation of the career options in Child Development.
5. Design a new course, Introduction to Child Development, to include an overview of vocations in Child Development. This course could accomplish several objectives in relation to career education:

Introduce vocational options at college entry-point level.

Provide a method of reaching all Child Development students with career information.

Provide a central clearinghouse for career information.

Include field work experience in varied Child Development occupations which would help students decide on a vocation.

These innovations could be of great benefit to the student population, the community, and L.A.V.C.

XIII. RECOMMENDED FOR FURTHER STUDY

This study indicated that students could be helped in arriving at career decisions. The implications from the study indicated a need for exposing all students to career information. A new course can be developed to include career information. It would be helpful to investigate how other community colleges gather and disseminate career information in Child Development.

The investigation drew attention to the need for an analysis of the actual job market in Child Development. There has never been a job market analysis done either in the community of L.A.V.C. or at state and national levels. It is recommended that a study by made to determine how many actual job categories there are in Child Development, how many jobs there are available in each category, and what is the market demand for each specialization.

XIV. INSTITUTIONAL SIGNIFICANCE

A survey was conducted by this researcher of community colleges in the state of California in the spring of 1976. All of the responses indicated that the community colleges were facing a similar swelling of enrollment in Child Development. They stated that their students were on a similar one track career choice of nursery school teacher and that their graduates were facing a closed job market. This study had implications for not only L.A.V.C. but for other community colleges. If strengthening the career information resources proves effective in channeling Child Development majors into diversified specializations,

then L.A.V.C. can serve as a model for other community colleges in the state.

On a city level there are nine community colleges in the Los Angeles Community College District. There are frequent meetings with representatives from the nine colleges. This study can be presented and the findings explored.

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BIBLIOGRAPHY

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APPENDIX A

CHILD DEVELOPMENT PROFESSIONS

APPENDIX A

Child Development Professions

Overview of some professions in which Child Development majors may be interested and become qualified:

Position Title	Background Usually Needed
Assistant Teacher or Aide	Minimal education necessary for Head Start--Other employer requirements vary
Teacher - pre-kindergarten (private school, children's center day care, parent co-op, recreation department, laboratory schools)	B.A. not essential but advancement and sometimes salary related to B.A.
Director - Head Start	Usually B.A. required
Director - other pre-kindergarten programs	Certification through State Department of Health Facilities Licensing
Coordinator - Children's Centers	Teaching credential needed
Mother-Toddler programs	Depends upon employer (public schools, private schools, Y's, recreation departments)
Parent Education	Same as above. Parent Education Credential available (B.A. plus 2 Adult Education courses)
Recreation Department - especially infant-toddler programs	B.A.
Teacher - public school (self-contained classroom)	Standard teaching credential
Teacher - special education, (public school)	Special Education Teaching Credential (follows standard; may secure M.A. concurrently)
Assistant Teacher - work with children with learning disabilities	Usually background in special education, but depends upon the institution

APPENDIX A (Continued)

Position Title	Background Usually Needed
Early Childhood Education Specialist (public school)	Early Childhood Teaching Credential (follows standard credential; 2 years of experience required)
Play room - Hospitals	B.A.
Child Mental Health Spcialist	B.A.
Social Worker	M.S.W. (Some jobs available with B.A. in Child Development)
Education Therapist	M.A.
Counselor	Minimum of M.A. usually in Psychology
Child Psychologist	Ph.D.
Community College Instructor	Community College credential Master's Degree
College, University Teaching	Usually Ph.D. is necessary
Consultant, Child Development	Depends upon position; usually a Master's Degree
Writer of children's books	Ability to write; background in Child Development extremely useful; B.A. may help
Designer of children's toys, play equipment, etc.	Creative ideas related to children; what is marketable
Child Care Worker	B.A.
Adoptions	Depends upon employer; usually M.S.W.
Child Abuse - Parents Anonymous, etc.	Depends upon employer
Probation Delinquency	Depends upon employer
Pediatric Occupational Therapist	B.S. in Occupational Therapy or M.A. in Occupational Therapy
Pediatrics	M.D.

APPENDIX A (Continued)

Position Title	Background Usually Needed
Pediatrics Technician	Nurse's aide in hospital setting with Pediatric Specialty, A.A. with special units in Child Development, See Nursing Program Advisor
Parent Aide	Mother-to-Mother counseling
Family Day Care Provider	Home must be licensed for caring for children of working parents. Course work in Child Growth and Development and curriculum helpful.
Foster Care Provider	Twenty-four hour care for children who need temporary or long term care
House Parent	For groups of children in institution. Child Development course work helpful

APPENDIX B

QUESTIONNAIRE

APPENDIX B

Name _____

Class _____

Instructor _____

Data _____

QUESTIONNAIRE

The following questions concern your current and future occupational plans.

1. Are you presently working in the field of Child Development? Check one.

( ) Yes ( ) No

If answer is yes, answer #2.

2. What kind of work are you doing? Check one.

( ) Nursery School aide ( ) Nursery School teacher

( ) Elementary School aide ( ) Elementary School teacher

( ) If other, please specify _____

3. What is your future occupational plan? Check one.

( ) Nursery School aide ( ) Nursery School teacher

( ) Elementary School aide ( ) Elementary School teacher

( ) If other, please specify _____

The following questions relate to career information in Child Development.

4. Have you received information about the different kinds of careers from Los Angeles Valley College? Check one.

( ) Yes ( ) No

If answer is yes, answer #5.

APPENDIX B (continued)

5. Check the following sources at L.A.V.C. that gave you information about careers in Child Development.

( ) College Counselor

( ) Printed information from college

( ) Coursework in college

( ) People who came to class to guest lecture about their careers

6. Check other sources that gave you information about careers in Child Development.

( ) High School counselors

( ) Employer

( ) Parents

( ) If other, please specify _____

APPENDIX C

TABLE 1

CLASSIFICATION OF CAREER OPTIONS BY STUDENTS WHO HAVE AND HAVE NOT RECEIVED CAREER INFORMATION

TABLE I

CLASSIFICATION OF CAREER OPTIONS BY STUDENTS WHO HAVE AND HAVE NOT RECEIVED CAREER INFORMATION

Student Sample	Career Information Yes	Career Information No	Career Choice
S1	x		N.S.T.
S2		x	N.S.T.
S3		x	Spec Ed
S4		x	N.S.T.
S5	x		N.S.T.
S6		x	N.S.T. & Other
S7		x	N.S.T.
S8	x		N.S.T. & Other
S9	x		Spec Ed
S10	x		Spec Ed
S11		x	Spec Ed
S12		x	N.S.T.
S13		x	N.S.T.
S14	x		Elem
S15		x	N.S.T. & Other
S16		x	N.S.T.
S17		x	N.S.T.
S18		x	Elem
S19		x	N.S.T.
S20		x	Spec Ed
S21		x	N.S.T.
S22		x	N.S.T.
S23		x	N.S.T.
S24		x	Elem
S25		x	N.S.T.
S26		x	Spec Ed
S27	x		N.S.T.
S28		x	N.S.T. & Other

TABLE 1 (Continued)

CLASSIFICATION OF CAREER OPTIONS BY STUDENTS WHO HAVE AND HAVE NOT RECEIVED CAREER INFORMATION

Student Sample	Career Information		Career Choice
	Yes	No	
S29		x	N.S.T.
S30		x	Elem
S31		x	N.S.T.
S32	x		N.S.T. & Other
S33	x		N.S.T.
S34	x		N.S.T.
S35		x	N.S.T.
S36	x		N.S.T. & Other
S37		x	Elem
S38		x	N.S.T.
S39		x	N.S.T.
S40		x	N.S.T. & Other
S41	x		N.S.T.
S42		x	N.S.T.
S43		x	N.S.T.
S44		x	N.S.T.
S45	x		Spec Ed
S46		x	N.S.T.
S47		x	Elem
S48	x		Spec Ed
S49		x	Elem
S50		x	N.S.T.
S51	x		N.S.T. & Other
S52		x	N.S.T.
S53		x	N.S.T. & Other
S54		x	N.S.T.
S55		x	N.S.T.

TABLE 1 (Continued)

CLASSIFICATION OF CAREER OPTIONS BY STUDENTS WHO HAVE AND HAVE NOT RECEIVED CAREER INFORMATION

Student Sample	Career Information		Career Choice
	Yes	No	
S56		x	Spec Ed
S57		x	N.S.T.
S58	x		N.S.T.
S59		x	N.S.T.
S60		x	N.S.T.
S61	x		Elem
S62	x		N.S.T.
S63	x		N.S.T.
S64		x	Elem
S65		x	N.S.T.
S66	x		N.S.T.
S67	x		N.S.T.
S68	x		N.S.T.
S69	x		N.S.T.
S70		x	N.S.T.
S71		x	Elem
S72	x		Spec Ed
S73		x	N.S.T.
S74		x	N.S.T. & Other
S75		x	N.S.T.
S76	x		Elem
S77		x	N.S.T.
S78		x	Elem
S79		x	N.S.T.
S80		x	Elem
S81		x	N.S.T.
S82		x	Spec Ed

TABLE 1 (Continued)

CLASSIFICATION OF CAREER OPTIONS BY STUDENTS WHO HAVE AND HAVE NOT RECEIVED CAREER INFORMATION

Student Sample	Career Information		Career Choice
	Yes	No	
S83	x		N.S.T.
S84	x		N.S.T. & Other
S85	x		Spec Ed
S85	28	57	49 N.S.T. 11 N.S.T. & Other 13 Elem 12 Spec Ed

APPENDIX D

CHI SQUARE CALCULATIONS

APPENDIX D

CHI SQUARE CALCULATIONS

O	E	O-E	$(O-E)^2$	$\frac{(O-E)^2}{E}$
14	16.14	-2.14	4.5796	.2837
35	32.86	2.14	4.5796	.1394
2	4.28	-2.28	5.1984	1.2146
11	8.27	2.28	5.1984	.5961
6	3.62	2.38	5.6644	1.5648
5	7.38	-2.38	5.6644	.7675
6	3.95	2.05	4.2025	1.0639
6	8.05	-2.05	4.2025	.5220
				$\chi^2 = 6.1520$

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

where,

O = observed frequencies
E = expected frequencies

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